

Childminder report

Inspection date: 23 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have formed positive attachments with the childminder and thoroughly enjoy their time with her. She knows them exceptionally well, planning a child-led curriculum based on children's interests and needs. For instance, children enjoy using water and chalk to make marks, helping to support their early writing skills.

Children make good progress from their starting points. The childminder supports their individual needs, particularly their communication and language skills. She monitors this carefully, providing clear strategies to help children hear and say words and sentences. The childminder introduces new vocabulary such as 'ram' and explains to the children this is a 'daddy sheep'.

Children enjoy the company of their peers. They demonstrate friendliness and play cooperatively. Children take turns and help one another, such as during a game of dominoes. They show their peers which animal domino they need to match the existing one, joining them successfully together. Children learn about different animals and the childminder supports them with counting and number recognition. They develop good mathematical skills.

What does the early years setting do well and what does it need to do better?

- Children have strong opportunities to learn about the world around them. The childminder plans exciting activities around children's interest in volcanoes. They research volcanoes using the internet and then use kinetic sand to replicate one. Children have opportunities to build their own volcano using arts and craft materials to support their creativity.
- Partnerships with parents are effective. Parents state that the childminder is caring with a friendly demeanour. The childminder retrieves valuable information from parents when children first start and then provides them with a six-week review on how children have settled. The childminder continues to share information with parents about their children's development, ensuring consistency.
- The childminder helps children to understand their own care needs. For instance, she talks to children about how they may feel grumpy and lack energy if they do not get enough sleep. The childminder encourages children to try new foods, such as strawberries, blueberries and tomatoes. Children develop their independence skills as they cut fruit using knives.
- Overall, children behave well. However, at times, children become overexcited and run up and down the hallway in the childminder's house, losing focus in their learning. Nonetheless, the childminder is developing strategies to help children follow the rules and remain engaged in their learning.
- Children enjoy learning about other cultures and visiting new places with the

childminder. They visit museums and learn how dinosaurs have become extinct. The childminder takes the children to visit a Chinese garden and extends this experience with the children, such as making tiger masks, visiting the tigers at the zoo and encouraging children to try cultural foods.

- The childminder encourages children to learn about nature. Children enjoy making 'binoculars' using creative materials. They use these to look for birds in the garden and record what they see on their 'bird spotting sheet'. The childminder then uses the information children have recorded towards the annual 'Big Garden Birdwatch'.
- Children listen to a wide range of stories read by the childminder. They all snuggle up together on the sofa and join in with repeated refrains. The childminder encourages the children to copy her actions that link to the story, such as stretching up high and reaching out wide with their arms. Children talk about the characters in the story and relate these to the people they love at home.
- Children are confident and demonstrate high levels of self-esteem. They are keen to show off their skills to visitors and the childminder, such as jumping off a low-level wall. Children competently climb steps and know how to manage age-appropriate risks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children's welfare. She has an extensive knowledge of child protection, including when children may be at risk from extreme views and behaviours. The childminder can identify when children may be subject to illegal mutilation procedures and is confident in her abilities to report her concerns to local safeguarding partners. The childminder provides parents with relevant information should they need to report any concerns about children's well-being. The childminder carries out thorough risk assessments to ensure her home is safe for children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- further develop strategies to encourage children to follow the rules and the boundaries of the setting so that they remain consistently engaged in their learning.

Setting details

Unique reference number	EY395804
Local authority	Torbay
Inspection number	10074278
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2009. She lives in Paignton, Devon. The childminder offers care Tuesday and Wednesday from 8.30am to 4.30pm, term time only. The childminder offers free early education funding for children aged three and four years. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provider.
- Children spoke to the inspector during the visit.
- The inspector and the childminder completed a learning walk together to discuss the intentions for children's learning.
- The inspector carried out a joint observation on a group activity.
- Written statements from parents were read and the inspector took their views into account.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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